DOCUMENT RESUME

ED 226 667 HE 015 935

AUTHOR	Davis, Jacqueline D., Ed.; Young, Robert E., Ed.
TITLE	Students and Faculty: Classroom and Beyond.
INSTITUTION	North Dakota Univ., Grand Forks. Office of Instructional Development.
SPONS AGENCY	Bush Foundation, St. Paul, Minn.
PUB DATE	Dec 82
NOTE	9p.
AVAILABLE FROM	University of North Dakota, Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
PUB TYPE	Collected Works - Serials (022) -- Reports - Descriptive (141)
JOURNAL CIT	Plantings; n3 Dec 1982
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	College Faculty; *College Instruction; College Students; Discussion; *Faculty Development; Fellowships; Global Approach; Higher Education; International Education; Interpersonal Relationship; Mentors; Observation; Part Time Faculty; Research Projects; *Student Development; *Student Teacher Relationship; World Affairs
IDENTIFIERS	*Minnesota; North Dakota; *South Dakota

ABSTRACT

Projects involving students more directly in research, evaluation, and teaching in Minnesota, North Dakota, and South Dakota are described in this newsletter issue. Results of the projects seem to underscore the role that student-faculty relationships play in the growth and development of college students. It is suggested that with more student involvement, personal relationships between student and faculty may be enriched. These relationships develop through the process of sharing work and ideas, both inside the classroom in the exploration of teaching and learning styles, and outside the classroom through research and time together. The following college programs are described: Faculty Visitor Program, St. Olaf College, Minnesota; Student-Mentor Projects, Augustana College, South Dakota; Student Research Fellowships--Bush Program for Faculty Development, Macalester College, Minnesota; Beyond the Classroom, College of St. Thomas, Minnesota; Support for Part-Time Faculty, College of St. Scholastica, Minnesota; and Global Awareness: A Curricular Challenge, St. Cloud University and Moorhead State University, Minnesota. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226667

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ernest G. Palmer Ph.D
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PLANTINGS

Number Three | Faculty Development in Minnesota, North Dakota, and South Dakota | December 198?

Students and Faculty: Classroom and Beyond

A student reminiscing about college days recalls a teacher who did more than anyone or anything else to influence her intellectual and emotional development in those early days. A teacher remembers, fifteen or twenty years later, a student with whom rapport was especially close, with whom his relationship was special. Whether students or teachers, most of us in education have such memories of student-teacher relationships which profoundly affected our education, and even our lives. But precisely what kind of effect do these relationships, usually beyond the traditional classroom, have on students' learning and faculty members' teaching?

Teachers, administrators, and educational researchers have been asking this question over the last couple of decades, and have come up with general notions such as ". . . conditions that increase the frequency, closeness, breadth and duration of student faculty relationships enhance the development of . . . students"[1] and "students' satisfaction with their education was importantly related to their relationships with faculty."[2]

Still, the subject is a complex one. Students have diverse learning styles, and teachers many different teaching styles. The relationship between personal values, educational development and the learning process cannot be universally defined, for each student and faculty member will meet each other in a unique way. Yet by looking at some individual cases where faculty and students work together, we might draw some insights about student-faculty relationships and their role in college teaching and learning.

[1] Gaff, Jerry G. and Gaff, Sally Shake, "Student-Faculty Relationships," in *The Modern American College*, San Francisco: Jossey Bass, 1979, p. 649.

[2] Gaff, *The Modern American College*, p. 650.

INSIDE

- Faculty Visitor Program — St. Olaf College
- Student Mentor Projects — Augustana College
- Student Research Fellowships — Macalester College
- Beyond the Classroom — College of St. Thomas
- Support for Part-Time Faculty — College of St. Scholastica
- Global Awareness: A Curriculum Challenge — St. Cloud University and Moorhead State University

Several faculty development programs in the tri-state area are looking at ways in which students can be more directly involved in research, evaluation, and teaching. With more student involvement, personal relationships between student and faculty may be enriched. Those relationships, whatever they may come to be at the end of the project, develop through the process of sharing work and ideas, both inside the classroom in the exploration of teaching and learning styles, and outside the classroom through research and time together.

In the Minnesota State University System, students and faculty work on research projects, with the students doing much of the research and the professor acting as guide. Dr. Brian H. Schmiesing and student Cynthia Mathiason, both of Southwest State University, worked on a project entitled "Financial Reporting Practices of Cooperatives in Southwest Minnesota: An Issue of Corporate Responsibility." Dr. Schmiesing says of undergraduate research in general: "I have always been a strong supporter of undergraduate research because I feel the student learns to approach an analytical problem in an organized manner. Also, they learn that the need for precision is essential for the completion of a successful and meaningful piece of research. The lack of precision in work results in additional work that greatly exceeds the work of doing the research correctly."

This research project resulted in a conference attended by 120 cooperative leaders, where Ms. Mathiason presented a paper. Dr. Schmiesing predicts that additional professional publications and opportunities will result from this research.

In addition to concrete academic benefits, there are personal pluses for both teacher and student. Dr. Schmiesing reports that the other students attending the conference were proud of Ms. Mathiason's accomplishment, and that the publication of the proceedings will further enhance students' perception that they are involved in a program with an additional margin of

(Continued on next page)

HE 015 935

excellence. Students besides Ms. Mathiason were involved in the project, making the experience available to a larger number of students. This is just one more benefit. Since that involvement, Dr. Schmiesing has received class papers of better quality from these students.

Also at Southwest State University, Janell Jensen worked with Dr. Robert Eliason and Dr. John Laundre researching the effects of acid rain. Ms. Jensen feels that the project challenged her in an area with which she was not familiar, and that in the process of collecting rain samples from farmers she learned their views, increasing her awareness of the community aspect of a research project. She also learned to operate equipment used for analyzing the rain samples, and learned to interpret actual research results.

Again, the participants felt that there were personal benefits. About the relationship between student and faculty, Ms. Jensen commented: "I think it is valuable for students to be able to collaborate with faculty on a project and establish a working relationship. This allows both faculty and student to share perceptions and to be more aware of the values of the individuals they deal with on a daily basis."

At St. Cloud University, a student-faculty research project led to a post-college position in the cytogenetics laboratory at the Mayo Clinic for student worker Monica Myklebust. With Dr. C. A. Rehwaldt and three other students, one of which will also be employed this summer by the Mayo Clinic, Ms. Myklebust studied "Changes in the Mitotic Index During Tissue Culture of Human Leukocytes." The research gave her, she says, skills in searching out scientific literature and laboratory procedures, and also experience in designing projects and seeking research grants. She also learned the importance of being organized, the frustration that research holds, patience in teaching others, and an appreciation of other research experiences.

Finally, at Bemidji State University, Dr. Thomas L. Boates of Chemistry, and Dr. James L. Richards of Mathematics worked with six students to predict protein structures. Student workers were Susan Johnson, Daniel Beech, Laurie Kalal, Rhonda Sorgatz, Kirby Johnson, and Brian Robbins. According to Dr. Richards, a team approach contributed to the success of the project. "The faculty and students had to develop a working relationship in which there was a sharing of knowledge in chemistry, computer science, and mathematics. All of us gained a deeper insight into fields other than our own. But perhaps even more important is that we were able to function as a single unit in quest of a common goal."

Dr. Boates, director of the project, adds that one of the most satisfying results grew out of a problem — the struggle of people in different disciplines to communicate with each other. By working through the problems of communication, the group not only completed a successful project, but also came to a greater understanding of each other.

George Bates, grant manager of the MSUS Bush-funded faculty development activities, made some general observations about the program so far. He notes that traditional student and teacher roles are shifting, that increasingly professors no longer simply make assignments which students passively carry out. In the projects in the Minnesota System students participate actively in the selection of research areas, in research design and management, and in conducting much of the data collection and analysis. Bates also believes that professors' expectations of students are changing. Professors see students as responsible and able to do far more than they have been asked to do in the past, and as a result, students encounter greater challenges in their undergraduate study. Student-faculty research activities bear this out, and Bates says that the success of the program has reaffirmed the need to support student-faculty research.

In addition to the Minnesota System, Augustana College, the College of Saint Thomas, Macalester College, and St. Olaf University have programs where students and faculty work together not only in research, but in teaching as well. Reports of these programs follow in this issue of *Plantings*.

The participants in each of these student-faculty activities derived satisfaction, added knowledge and skills in their fields, and in some cases leads on employment after college. These results seem to elaborate and underscore the role that the student-faculty relationship plays in the growth and development of college students today.

Since the first issue of *Plantings*, we have had inquiries about the newsletters of the various Faculty Development programs, and would like to request that all programs with newsletters and other publications place on their mailing lists the 24 Faculty Development programs in the tri-state area. Addresses of those programs appear in this issue of *Plantings*.

Plantings: A newsletter of the Bush Foundation-funded faculty development programs is published by the Office of Instructional Development at the University of North Dakota, under a separate grant from the Bush Foundation.

Jacqueline D. Davis and Robert E. Young, editors, welcome comments, contributions, and queries either by phone (701-777-3325) or post (Box 8161, University Station, Grand Forks, ND 58202).

Faculty Visitor Program, St. Olaf College

What is it?

The Faculty Visitor Program is one of the development programs available to interested faculty at St. Olaf College through the Teaching Learning Center (TLC). There are several components to this program and these can be used singly or in combination: student observer, peer observer, consultant observer, and videotaping. The most extensively used single component is the student observer program which is described here.

After expressing a desire to participate in the program, the faculty member is encouraged to identify his/her specific interests and to express any criteria for selection of the student observer, e.g., a student who has a certain background. Once a faculty-student pair has been formed, the two people can work together to formulate plans.

Who participates?

Faculty participants vary from first semester new teachers to senior faculty members. Participants come to the program on their own initiative and are perceived as interested in critically examining their own teaching. Participation in the program is definitely seen as an indication of strength rather than weakness. Several faculty members have participated in the program more than once.

Student participants generally have been recommended by a faculty participant and screened by the coordinator of the program. The students receive the standard student worker hourly pay.

Why participate?

Faculty participate primarily to get an outsider's look at their teaching styles and often to experiment with new ideas. Some aspects of teaching which participants have looked at include teacher-student rapport, organization of the class, ability to generate effective discussions, blackboard use, clarity of lectures, etc.

Students find this to be a rewarding experience. They learn more about what teaching involves and experience a different relationship with a faculty member than the typical student-teacher situation. Instead of the usual separation of roles, with the student as a passive receiver of information and the teacher as an active giver of information, student and teacher work together and come to regard themselves as a team. Students who have participated in the program say that they appreciate their other classes more because they have seen how hard teachers try.

How does the program work?

The faculty participant is encouraged to draw up a contract with the student worker detailing his/her objectives. This helps the faculty member benefit from the program since it makes the student observer's role clearer. The student attends the faculty member's target course throughout the semester and meets with him/her regularly (usually once or twice each week) to discuss the observations. In addition, the observers meet weekly as a group with the coordinator for training and supervision.
— *Barbara Helling, St. Olaf College.*

For more information write: Dr. Barbara Helling, Teaching Learning Center, St. Olaf College, Northfield, MN 55057.

Student-Mentor Projects, Augustana College

Project Descriptions

Guidelines for the Student-Mentor Program were distributed to the faculty during September, 1981. Deadline for the submission of proposals was March 1, 1982. Five proposals were received and all of these were funded. Project titles are as follows:

1. Use of Stable Isotopes in Great Plains Paleoecology
2. Personal Computer Data Acquisition Systems
3. History of Augustana College
4. Herbert Krause — An Edition of Poetry and Uncollected Prose
5. Growth Rates of Brown-headed Cowbirds in the Nests of Red-winged Blackbirds

Project Progress

As of the third week in June all of the projects were in progress. A total of five students and six mentors are at work.

Overall Impressions and Recommendations

This is a really exciting program! Of particular value is the opportunity participants have to share with colleagues from other disciplines something of the scope and objectives of their work. This opportunity comes at weekly meetings of student-mentor groups and other interested persons on campus. As of this writing, the first of these meetings has taken place. It turned out to be a most interesting time of informing, questioning and probing. One could scarcely imagine a better learning experience for students.

As the Growth Committee anticipates the second round of proposals for the Student-Mentor Program, it seems clear that an effort will need to be made to get a larger number of proposals. Also, the $200 expense money allocated to each student-mentor pair is not adequate. The $150 weekly stipend is also less than adequate, since most students find it necessary to find a summer involvement that is more financially rewarding than this program.
— *Gilbert Blankespoor, Augustana College.*

Some Notes on the Student Research Fellowships, Bush Program for Faculty Development, Macalester College

Up to twenty student research fellowships are available each year at Macalester College, its financial aid program and a Bush Foundation grant sharing the costs equally. Each fellowship carries an award of $750. Fellowships awarded for the summer are paid directly in three installments to the students. Fellowships awarded for the academic year are paid in two credits of $375 each to the student's college account. The application and selection process is "blind" to the student's financial need. A student who is not receiving financial assistance from the college simply receives a credit on his/her account. A student who is receiving financial assistance consults the office of financial aid to determine how his/her current award will be altered by the fellowship.

This aspect of our Bush program has the dual aim of stimulating and assisting faculty research and creating opportunities for meaningful student involvement and collaboration. Hence the fellowships are not awarded for the support of honors or other kinds of independent projects which are student originated and in which the faculty member plays a passive, supervisory role. On the other hand, fellowships are not awarded simply to provide faculty members with clerical or menial support from students. The student fellows are expected to bring to their collaboration with the faculty member certain skills and expertise which make them true partners in the undertaking and thus give them some experience of working with a colleague.

Student research fellows are required to submit an evaluation of their project and activities at the conclusion of the fellowship period. After the first installment of the fellowship, subsequent installments are contingent upon our receiving progress reports from the faculty sponsor and assurances that the student fellow is continuing his or her research activities.

Twelve fellowships have been awarded thus far and additional applications are presently being considered by the Faculty Professional Activities Committee. (All applications for support from the Bush Program come to this committee which then makes recommendations to the Vice President for Academic Affairs.) Following is a brief account of the fellowships.

Summer, 1982:

1. An art major and a professor in the art department worked together exploring the use of aluminum plate lithography in the graphics area. The faculty member was also supported by a materials grant from the Bush program to enable him to extend his knowledge and skills in graphics in preparation for resuming teaching graphics during the current academic year. The student's special interest was in photographically originated images and provided a fruitful contrast with the faculty member's main interests.

2. A biology major worked with two biology professors to help them develop new laboratory techniques and methodology.

3. A third student began in the summer to develop the procedures for a study conducted with a member of the Physical Education department on sports activity as related to the menarche and self image of thirteen to nineteen year olds. The project includes the development and testing of a questionnaire, revision and administration of the questionnaire in five selected high schools, processing of questionnaire results and analysis, and publication of the results.

Academic year 1982-83:

1. Senior geography and international studies major working with a professor in the geography department on the economic development of a regional business district serving a largely Hispanic community in the west side of St. Paul.

2. Junior biology and geography major working with a professor in the geography department (who also received a Bush grant for research during the summer of 1982) on the lead content of freshwater fish as part of an overall study on lead intake amongst members of the Hmong community in the Twin Cities.

3. Junior chemistry major working with a member of the chemistry department on the preparation and properties of a heterocyclic compound 2,2' — Blimidazole.

4. Junior mathematics major working with a member of the math department to develop materials and a file for projects in problem solving.

5. Senior chemistry major working with a member of the chemistry department on a project concerned with the artificial synthesis of phyllodulcin, the only naturally occurring 3,4-dihydroisocoumarin known to have sweet taste. The faculty member, who is also the sponsor of the project next described, also has a materials grant from the Bush program.

6. Senior chemistry major working with a member of the chemistry department on the synthesis of the Ips beetle pheromone ipsenol, an intraspecies communication medium that allows large numbers of the beetles to be attracted to suitable stands of pine trees. Because of the large-scale devastation being committed by the Ips beetle (also known as the pine bark beetle), control of its population is a question of much concern. The baiting of traps with ipsenol and/or other pheromones has been suggested as a possible remedy.

7. A junior Spanish major, who is a native speaker of Spanish, is working with a member of the Spanish department to develop programmed materials which will comprise a course in reading Spanish for English speaking students.

8. A junior history major who is a native of Puerto Rico will work with a member of the history department to investigate the Puerto Rican currency reform of 1898, the first in a long series of American-directed financial reorganizations of dependent or foreign countries.

9. A senior history and political science major is working with a member of the political science department to

(Continued on last page)

Beyond the Classroom, College of St. Thomas

Wine, crisp spinach salad with bacon dressing, freshly-baked crescent rolls and thick, juicy steaks aren't part of a typical college student's diet. Neither is being served while seated at linen-clothed tables amid peers and professors in the faculty dining room. But it happens regularly at St. Thomas as part of an effort to extend education beyond the traditional classroom setting and format.

Dinner discussions have begun their fifth year at the college. This is one of several programs, along with faculty-student dialogues and the new Aquinas Scholars Program, uniting students, faculty members and outside experts in an informal atmosphere to listen, discuss and learn about areas of common interest.

"It's a non-threatening, non-grading situation," said Dr. John Kemper about the dinner discussions. Kemper, a mathematics professor at St. Thomas, is the new chair of the dinner-discussion program.

These college-funded evenings are offered about six times during an academic year and cover a broad spectrum of topics. Seventeen students and three faculty members are chosen to participate from among those expressing interest in each particular discussion.

Speakers have included Tony Bouza, Minneapolis police chief; Ed Kohn, past director of the Minnesota Zoo; and Keith Sehnert M.D., author of *How To Be Your Own Doctor Sometimes*, who is a leading advocate of new self-care proposals.

"The response has been almost uniformly favorable," Kemper said. The purpose of the program, he added, is to let students participate with others not necessarily in the academic community since many speakers come from outside educational institutions. Atypical of the academic process, this program allows free discussion and investigation of some topic without preconceived goals to be reached.

"Usually the topics are different — something you're not exposed to in any other way," said senior Debbie Thometz. "It's a nice, informal way of learning."

Senior Pat White would have enjoyed participating in several, but because of limited space was able to attend only one of several discussions he applied for.

"I found it really enjoyable to sit down with professors at the table and talk," he said. "It's a connection that brings students and faculty together."

Faculty and staff seem to reap as many benefits as their student participants. Bro. Bill Clarey, director of counseling services at St. Thomas, attended a recent discussion.

"It was a very good way to meet students in a semi-formal setting," he said. "Getting to meet other staff members in a prolonged meeting rather than only in passing in the corridor was a high point of the evening for me."

Speakers often provide or suggest reading material beforehand to give participants background on the topic to be discussed.

Some students have difficulty allocating time for these sessions, like senior Katherine Hall. However, when Kathy did make time to attend a dinner discussion she decided they can be "very worthwhile because the people who are there want to be there; that makes it interesting."

A related program, faculty-student dialogues, was started at St. Thomas last year and requires a greater commitment of time and interest in an area. Sponsored by a Bush Grant, faculty-student dialogues continue over an entire academic year

Dr. Robert Foy, director of faculty development and professor of English who was a faculty facilitator last year, described student-faculty dialogues as informal discussion groups composed of three faculty members, each from a different discipline, and about 15 students from a variety of fields and classes.

This program, according to Foy, is part of "a major effort by the College to get interaction between students and faculty members outside the classroom. It's all part of what you might call 'community building,'" a need recognized by the College because of its growth and the number of commuter students.

Foy explained, "We're trying to create situations for interaction (at St. Thomas). Some of the best learning goes on in these informal ways."

One of the outstanding outcomes of his involvement with the faculty-student dialogues last year, he said, was getting to know a faculty member from another discipline well.

"For faculty as well as students," he said, "it's an opportunity to explore another territory."

Senior Maryln Jahaske "really enjoyed the dialogues," mainly because she "had a chance to meet students and professors outside the classroom and discuss things that wouldn't normally be discussed."

Dialogues meet on a fairly regular basis, often once a week. Group members decide what aspects of the general topic will be pursued and do a certain amount of outside reading when appropriate. However, these are not intended to be mini courses. In fact, each group is given a budget to spend on field trips, outside speakers, and so forth. According to Foy, "They are definitely intended to be fun as well as broadly educational."

Dialogue topics have included "Being Christian in an Unjust World," "Male and Female God Created Them: Sex Roles in Society," "In Your Right Mind: The Role of the Imagination in Shaping Human Culture and the Human Self," "Current Events," and "From Bach to the B-52's: Music and Society."

A third type of non-traditional education available at St. Thomas is the newly established Aquinas Scholars Program, also in its second year. Based on high school performance, qualified freshmen and first semester sophomores may opt to join the program and attend special courses of limited size offered to the scholars. They are required to take one course each semester of the first two years, then one-half course of interdisciplinary seminars each successive semester.

(Continued on last page)

Support for Part-Time Faculty

Consistent with national trends, the number and percentage of part-time faculty at St. Scholastica continues to increase at a faster rate than that of full-time faculty. Our experience indicates that part-time faculty provide a new dimension to the instructional resources of the College. In career oriented fields such as Nursing, Physical Therapy, Management, Psychology, and Education and Computer Information Systems, the part-time faculty bring considerable professional experience to the classroom and serve as mature role models for students interested in the careers they represent. Since many of these faculty have full-time positions in the community, their employment at the College helps establish and maintain contact with practitioners in the field. Such contacts also provide the students with valuable opportunities for field experience and job placement. In addition, interaction between the field personnel and the College faculty facilitates changes in the curriculum in the light of emerging trends in the world of work. The practitioners like to teach on a part-time basis because it gives them an opportunity to share their experiences and insights from the field with students and faculty at the College.

Besides the practitioners from the field, there is another major group of part-time faculty at St. Scholastica. This group is comprised of individuals who by their choice prefer to work on a part-time basis. They represent a large array of disciplines such as Music, Nursing, Medical Technology, and Psychology. A large percentage of part-time faculty from both groups teach at the College year after year.

Although they have a good knowledge base in their field of specialization and have valuable practical experience, most part-time faculty do not have extensive training in teaching theory and practice. The needs assessment, both at St. Scholastica and at other similar colleges, shows that many of these part-time faculty members would like to learn more about the day to day tasks of college teaching. Examples of these tasks include preparing course syllabi, developing lecture notes, presenting lectures to large groups, using discussion as a teaching technique, employing audio-visual aids in teaching, constructing various types of test items, assessing competence in clincal settings, and assigning course grades.

From the institutional point of view it is important to weld part-time and full-time faculty into a cohesive group. The use of large numbers of part-time faculty also requires constant monitoring to ensure that a quality instructional program is maintained. The remainder of this article describes the activities undertaken by Scholastica to provide support to the part-time faculty so that they can continue to make useful contributions toward the achievement of the mission of the College. These activities are an important part of the teaching improvement program funded by the Bush Foundation.

1. Institutes for Part-Time and New Faculty

During the first year of the Bush grant two institutes were held for part-time and new faculty. Since most of the part-time faculty have other commitments during the week, both of these institutes were held on the weekends. The participants received a small honorarium for attending the institute. Lunch, dinner and coffee breaks provided additional opportunities for interaction among the participants representing various disciplines.

The first institute, conducted by Dr. John F. Noonan of Virginia Commonwealth University in Fall, 1981, focused on improvement of teaching skills. The institute began with a discussion of the assumptions about learning and teaching. Each participant in this institute then made a teaching presentation and received feedback from both Dr. Noonan and the other participants. These presentations were videotaped so that the participants could view their own teaching both immediately after the presentation and at a later date.

The participants received handouts on lectures and group discussions, and the book *Teaching Tips: A Guidebook for the Beginning College Teacher*, Seventh Edition, by Wilbert J. McKeachie.

The second institute, conducted by Dr. Jason Millman of Cornell University in Winter, 1982, focused on evaluation of student performance. Dr. Millman used a collection of exercises designed to illustrate various principles of performance evaluation. The topics covered included attitude toward grading, student right to confidentiality, item analysis, grading of essay examinations, item types, and principles of good test construction. Experiential learning and group discussion were used throughout the institute.

Both of these institutes received high ratings from the participants. The fact that they attended the institutes on Friday afternoons and evenings and on Saturdays is indicative of their interest in teaching improvement. These institutes also provided an opportunity for discussion among new and part-time faculty from various disciplines. The participants indicated that they learned a great deal from each other. The objective of integrating part-time and full-time faculty into a cohesive whole was realized to a great extent.

2. Other Activities

Part-time faculty have also participated in a number of other activities for faculty development and the improvement of teaching. Examples of these activities include:

a. Faculty orientation: A large percentage of part-time faculty members have attended the orientation sessions that are held in the beginning of the school year. They have also attended the all-school picnics so that they get a chance to meet their colleagues from other departments.

b. Support from full-time faculty: In many departments each part-time faculty person works closely with a full-time faculty member who serves as a contact person. These full-time faculty members are available to answer questions and to provide assistance in the development of course syllabi and programs of instruction.

c. Small grants: Part-time faculty members are also encouraged to participate in the small grants program funded by the Bush Foundation. This program provides

(Continued on last page)

Global Awareness: A Curricular Challenge

We live in a shrinking world, a world in which countries are increasingly dependent upon each other. In an attempt to aid students in understanding this dependence, two of the Minnesota state universities, St. Cloud University and Moorhead State University, have been engaged in projects designed to bring global perspectives into the curricula.

The St. Cloud project was completed by Professor Don Sikkink during the 1981-82 academic year under a Chancellor's Fellowship grant provided by the Bush Foundation. The project had two basic purposes: (1) to explore the level of world affairs interest and knowledge of St. Cloud State students, and (2) to search for applicable and practical ways to increase the international awareness and understanding of those students. This increasing of awareness and understanding, labeled as "internationalizing the curriculum," is defined as organized learning and social experiences across the university by which students acquire knowledge and change their orientations so that they look at issues in a global perspective and see themselves as members of a global society.

An examination of the current literature on the testing of United States college students indicated that there was limited knowledge of world affairs. This same conclusion was drawn about students at St. Cloud State, where a revised version of an Educational Testing Services test, measuring *rudimentary* world affairs knowledge, was given to over six hundred students. These students were primarily freshmen and sophomores from a wide range of majors. On the fifty-four item multiple-choice test, the largest test sample provided these results: range 15-51, mean 36.4, median 36, and a mean of 67 percent correct. Males scored significantly better than females; seniors, juniors, and sophomores better than freshmen; science and math majors the highest; and education majors the lowest.

Survey data were also collected from a separate sample of over three hundred students. This sample contained majors from all areas of the university with the students classified primarily as freshmen and sophomores. Results demonstrated that students use television as their primary source of current events knowledge, that twenty-four percent read a newspaper less than once per week, and that students discussed current events more in high school than in college. Included with the survey items were thirteen multiple-choice world affairs questions selected from a recently given national test. To those questions there was a forty-two percent correct response.

A report was then compiled which listed fifty-six change ideas provided by faculty, foreign students, students who had studies abroad, and the project director. The full report, including these fifty-six ideas, was read by a volunteer committee of fourteen persons who, by listing what they considered to be the ten best ideas, produced a "narrowed" list of thirty-seven ideas in the categories of General Education, Campus Environment, Faculty Development and Involvement, and Miscellaneous. After two discussion meetings each Committee member indicated which ten ideas of these thirty-seven were most appropriate for implementation at St. Cloud State at this time.

The report concluded by making thirteen recommendations dealing with administration, curriculum, sabbatical leaves, and the strengthening of present overseas programs. These recommendations are now under consideration by the president of St. Cloud University, Brendan McDonald. During winter and spring quarters of 1982-83 the project director will visit the other state university campuses to discuss his results and recommendations. Requests for copies of the report should be addressed to Don Sikkink, St. Cloud State University, St. Cloud, MN.

During 1981-82, Moorhead State University inaugurated changes in its undergraduate liberal arts curriculum which included the requirement that students take at least one interdivisional course in addition to divisional requirements for liberal arts. With support from the Bush Faculty Development Program, one of these courses, *World Hunger*, was developed and offered during AY 1981-82.

With support from the U.S. Department of Education's division of Undergraduate International Studies and Foreign Language Programs, Moorhead State has developed a series of additional interdivisional courses designed to provide instruction for all undergraduate students in global issues, international affairs, and foreign cultures. As of this writing, eight team-taught interdivisional courses have been developed in addition to the one developed with Bush Foundation support. The courses and their interdivisional teams are: *World Hunger* (Sociology/Philosophy), *War and Peace* (Philosophy/Sociology), *Islamic Middle East* (History/Business Administration), *Energy and Society* (Chemistry/Sociology), *Third World in Literature* (English/History), *Environment and Ethics* (Biology/Philosophy), *Human Rights* (Sociology/Philosophy), *Revolution* (History/Philosophy). The U.S. DOE grant also supported the implementation of Japanese language instruction and staff development workshops on curriculum development and infusion of existing curricular offerings with international aspects.

Library holdings related to the curriculum activities supported by the grant were substantially increased. During AY 1982-83, six additional interdivisional courses will be developed, staff development workshops will be offered, and library resources will be augmented under a continuation grant from the U.S. DOE.

Other grants have also provided support. A grant from the National Endowment for the Humanities enabled Moorhead State to secure the services of a consultant to review and evaluate the content and process of the efforts to improve undergraduate liberal arts. Additionally, a grant from the S&H Foundation supported a Global Lecture Series that brought four speakers to the campus: George W. Bonham, Editor-at-Large, *Change Magazine* – "Global Education: The Need for an Informed Public"; C. Peter Magrath, President, University of Minnesota — "Global Citizenship and the University Curriculum"; Francis Stankard, Executive Vice-President, The Chase Manhattan Bank — "Global Citizenship and American Business: An Emerging Partnership"; Harlan Cleveland, Hubert H.

(Continued on last page)

SOME NOTES ON THE STUDENT RESEARCH FELLOWSHIPS, BUSH PROGRAM FOR FACULTY DEVELOPMENT, MACALESTER COLLEGE
Continued from page 4

develop an interdisciplinary framework for structuring policy problems which incorporates the methods of historical research, rhetorical analysis and policy engineering. This framework will be used to conduct a case study of the development of abortion policy in the United States, provide a representation of the abortion policy problem, and determine whether contemporary policy issues, such as abortion rights, can be better understood within a historical context and a policy engineering framework.

Footnote: As you can see, the majority of the collaborative projects developed so far have been in the natural sciences, but we hope to develop suggestions that will assist students and faculty members in the humanities and social sciences to engage in mutual research as well. It is also noteworthy that the student fellowships are, in some instances, related to projects which are also supported under the direct grant provisions of the Bush Program at Macalester. But it is equally interesting that in other instances — the projects in Spanish, political science and history are examples — the student fellowship program has been the initial stimulus in getting the project going.
— *Harley Henry, Macalester College.*

BEYOND THE CLASSROOM, COLLEGE OF ST. THOMAS
Continued from page 5

According to Dr. Richard Goblirsch, professor of mathematics and former dean of the College, it is "a program for able and motivated students who really want to exercise their intelligence and skills to a greater extent than other students might."

Honors courses are selected to fulfill general requirements, making the program available to students of any major. Seminars are designed to give students opportunities to do independent work and present it in oral and written form to peers for discussion, thereby developing a greater ability to intereact with students and instructors.

"It gives them a chance to integrate their education," said Goblirsch. "This states once again, in another way, that we are a liberal arts college and are as serious about that as we are serious about career preparation."

Benefits to students, he said, include working and interacting with other students who also have strong interests and abilities, developing ability to work independently, developing skills in presenting materials to others, and studying an area with greater intensity than ordinary.

Sophomore Marie Piche likes the program. "You have smaller classes," she said, "and in some cases you get accelerated work. You go deeper into what you're studying than just the basics and you examine the causes, too."

For example, her logic class spent less time learning the basics and added a small book by Plato to the regular syllabus. Each student presented one portion of the dialogue orally.

"The main difference," she said, "(was) they let us put what we'd learned to work, analyzing Plato."

Before his freshman year, Scott Rohr received the note explaining his option to join the program. He did so because he thought the special courses would be valuable.

"There's a lot more discussion than in my other classes," he says, "which leads to better understanding of the topics and makes for more enjoyable classes."

"The teachers at St. Thomas," says Caryn Lindsay, also an Aquinas Scholar, "seem to take a real interest in the students, but the teachers here (in the Aquinas Scholars Program) seem to take even more interest. They seem to care a lot about how students are doing and have a lot of respect for (our) opinions."

She added, "There's more interaction between students and teachers than in regular undergraduate courses I've taken. The teachers don't just lecture at you."

Dr. Luann Dummer, professor of English, taught an honors course last year. "They were certainly the best group of freshmen I've ever had," she said, describing them as very motivated. In her opinion, the small classes contributed to interaction which "turned them into a group that could interact outside the classroom, too," she said. "Some of them popped into my office even when the semester was over. The community or camaraderie goes on afterwards, and is probably one of the biggest benefits."
— *Anne Doyle, The College of St. Thomas, Reprinted from* **Memorandum,** *the alumni newspaper for The College of St. Thomas.*

Editor's note: Anne Doyle is a journalism student at CST.

SUPPORT FOR PART-TIME FACULTY Continued from page 6

them with the necessary funds to attend regional and national workshops and conferences in their area of interest. Part-time faculty members from nursing and library science used these small grants to participate in faculty development activities during the first year of the program.

Part-time faculty members also have attended on-campus workshops and institutes held for full time faculty, and the newly formed faculty assembly has developed the criteria for granting voting privileges to part-time faculty members. Thus, the part-time faculty members continue to play an important role and their efforts are appreciated by the entire community. — *Chandra M. N. Mehrotra, College of St. Scholastica.*

GLOBAL AWARENESS: A CURRICULAR CHALLENGE Cont. from page 7

Humphrey Institute for Public Affairs — "The 'Global' Connection: Managing Our Future in an Interdependent World".

There is little doubt at Moorhead State that progress to date has had a definite and positive impact on the curriculum, faculty growth, and interdivisional relationships. While student growth has been more difficult to identify at this early stage, student evaluations and products from the first two courses offered give some indication of growth.

The challenge of bringing global perspectives into the curriculum is being met in response to nationally and locally documented needs to foster global education. In spite of the current fiscal constraints which are likely to be found at all levels of government through the '80's and beyond, moderate support for faculty development leading to curriculum improvement has proved capable of promoting rigorous and creative effort and of generating positive results. — *Joseph M. Di Cola, Moorhead State University, and Don Sikkink, St. Cloud State University.*